

## Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Developing a visual Identity	Using pre-production tools to plan a media product	Creating a media product	Analysing and reviewing a media product	Examination pre	Introduction to website development

## iMedia GCSE

Students in iMedia will be interested in learning in practical, real-life situations, such as: developing visual identities for clients, planning and creating original digital graphics, planning, creating and reviewing original digital media products. This qualification will also help develop learning and skills that can be used in other life and work situations, such as: thinking about situations and deciding what is required to be successful, exploring different options and choosing the best way forward to solve a problem, exploring and generating original ideas to find imaginative solutions to problems, selecting the best tools and techniques to use to solve a problem, understand the appropriate use of media to convey meaning, use of planning techniques to complete tasks in an organised way which meet deadlines.

## iMedia GCSE

Knowledge (Topics / contexts) Pupils will know	Skills acquired Pupils will be able to:	Concept Pupils will understand	Assessment
1.1 Media industry sectors and products	<p>You could start the unit by introducing the different sectors that make up the media industry and their importance to the economy.</p> <p>In the first lesson you could introduce traditional media and what is contained in that sector.</p> <p>Students could:</p> <ul style="list-style-type: none"> <li>x create a mind map of the traditional media sector with the products produced in each aspect as sub nodes</li> <li>x create an infographic about traditional media</li> <li>x research and create notes about how the traditional media sector is growing/shrinking and the reasons for this.</li> </ul>	Summarise the key aspects of the Traditional Media sector	

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<p>2.1 How style, content and layout are linked to the purpose.</p>	<ul style="list-style-type: none"> <li>o language type and tone</li> <li>o positioning of elements</li> <li>o style of representation</li> </ul> <p>x identify the create a mind map of the conventions used to educate including:</p> <ul style="list-style-type: none"> <li>o colour</li> <li>o language type and tone</li> <li>o positioning of elements</li> <li>o style of representation</li> </ul> <p>provide small groups with a variety of products from each purpose. Ask them to create a set of conventions based on what they find out has been used.</p>		<ul style="list-style-type: none"> <li>- Performance in Yr10 exam against good progress target.</li> <li>- Performance in Yr11 mock exam against good progress target.</li> <li>-</li> </ul>
	<p>This lesson is about how the purpose of a media product affects the style, content and layout of the product.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>x identify the create an infographic of the conventions used to influence including:</li> <li>o colour</li> <li>o language type and tone</li> <li>o positioning of elements</li> <li>o style of representation.</li> </ul>	<p>Explain how meaning is created for different purposes.</p> <p>Explain how the design of a media product is based on its purpose.</p> <p>- t</p>	<ul style="list-style-type: none"> <li>- Level of engagement with written and practical tasks set within lessons.</li> <li>- Actions taken by pupils in the light of verbal feedback.</li> <li>- Topic Tests.</li> <li>-</li> </ul> <p>9</p>

Knowledge (Topics / contexts) Pupils will know	Skills acquired Pupils will be able to:	Concept Pupils will understand	Assessment
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different segmentations'  
classifications.

- o define each
- o how will affect product design (link to 2.1 information)

- x split into small groups with each group researching a segmentation to produce a 3-side presentation
  - o title
  - o define
  - o effect on product.

Knowledge (Topics / contexts) Pupils will know	Skills acquired Pupils will be able to:	Concept Pupils will understand	Assessment
3.2 Documents used to support ideas generation	<ul style="list-style-type: none"> <li>x create a 3-ring Venn diagram for with each ring related to a phase in each phase include:               <ul style="list-style-type: none"> <li>o documents used (link to 3.2 and 3.3)</li> <li>o job roles (link to 1.2)</li> </ul> </li> <li>create a short presentation explaining each phase of a media production.</li> </ul>	Explain the purpose of a mind map	<ul style="list-style-type: none"> <li>- Topic Tests.</li> <li>- Quality of homework tasks designed to check for understanding of topics covered.</li> <li>- Performance in Yr10 exam against good progress target.</li> <li>- Performance in Yr11 mock exam against good progress target.</li> <li>-</li> </ul>
	<p>This lesson is about the purpose, conventions, and components of a mind map.</p> <p>You could get students to:</p> <ul style="list-style-type: none"> <li>x create a mind map for a past assignment</li> <li>x create an annotated mind map explaining each of the roles of its components and how they make a document effective</li> <li>x create a presentation explaining:               <ul style="list-style-type: none"> <li>o purpose</li> <li>o phase use</li> <li>o users of document</li> </ul> </li> </ul> <p>hardware and software needed to create a mind map.</p>		

